

# **CULTURAL TEXT-BASED INTERCULTURAL TEACHING TO IMPROVE STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE**

## **A THESIS**

Submitted as a Partial Fulfilment of the Requirements for the Attainment of the  
*Magister Pendidikan* Degree in English Education



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## ABSTRAK

INDAH PERMATASARI: *Pengajaran antarbudaya berbasis 'cultural text' untuk meningkatkan kemampuan berkomunikasi antarbudaya mahasiswa. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2019.*

Penelitian ini bertujuan untuk meningkatkan kemampuan berkomunikasi antarbudaya mahasiswa melalui pengajaran antarbudaya berbasis *cultural text*. Penelitian ini berusaha menjawab pertanyaan: (a) *cultural texts* apa yang di pakai dalam pengajaran antarbudaya ini, (b) bagaimana sebuah pengajaran berbasis budaya dalam bahasa Inggris dapat didesain menggunakan *cultural texts*?, dan (c) seberapa efektif pengajaran ini meningkatkan kemampuan berkomunikasi antarbudaya mahasiswa?

Penelitian ini merupakan penelitian tindakan kelas selama tiga siklus. Peserta penelitian ini adalah 22 mahasiswa semester pertama di kelas K jurusan Teknik Metalurgi dan saya sendiri adalah pengajar bahasa Inggris di kelas tersebut. Data yang dikumpulkan selama proses penelitian berupa data kualitatif dan kuantitatif. Data kualitatif dikumpulkan melalui observasi kelas dan wawancara, sedangkan data kuantitatif dikumpulkan melalui tes tertulis dan tes lisan. Data kualitatif dianalisa melalui *data condensation*, *data display*, dan *drawing and verifying conclusion*. Sementara itu, data kuantitatif dianalisa menggunakan statistik deskriptif untuk mengetahui nilai rata-rata mahasiswa di setiap tes. Penelitian ini juga menggunakan berbagai macam jenis validasi dan triangulasi untuk menguji keabsahan data dan proses analisisnya. Jenis validasi yang dipakai berupa validitas demokratik, validitas hasil, validitas proses, validitas kataliktik, dan validitas dialogik. Lalu, jenis triangulasi yang dipakai adalah triangulasi waktu, triangulasi investigator, dan triangulasi teori.

Temuan dari observasi kelas dan wawancara menunjukkan bahwa pengajaran antarbudaya berbasis *cultural text* ini berhasil meningkatkan kemampuan berkomunikasi antarbudaya mahasiswa. Hal ini diperkuat dengan hasil tes mahasiswa yang mengalami peningkatan di setiap siklusnya. Nilai rata-rata di setiap siklus untuk pengetahuan antarbudaya mahasiswa adalah 1.14, 1.68, dan 2.27, untuk kemampuan berkomunikasi antarbudaya selama *role play* adalah 1.59, 2.10, dan 2.57, sedangkan untuk kemampuan berbicara secara umumnya adalah 2.72, 3.16, dan 4.11. Namun, keterbatasan kemampuan berbahasa secara *grammatical* dan pengetahuan tentang perbedaan budaya menjadi kendala ketika mereka mengerjakan tes tertulis. Oleh karena itu, perlu dilakukan penelitian lebih lanjut untuk menemukan solusi dari masalah ini, terutama terkait dengan keefektifan pengajaran antarbudaya ini di bidang studi lain.

**Kata kunci:** *cultural texts, pengajaran antarbudaya, kemampuan berkomunikasi antarbudaya*

## ABSTRACT

**INDAH PERMATASARI:** *Cultural Text-based Intercultural Teaching to Improve Students' Intercultural Communicative Competence. A Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019.*

This research aims to improve the students' Intercultural Communicative Competence (ICC) through cultural text-based intercultural teaching. It tried to answer the questions: (a) what cultural texts are used in this intercultural teaching, (b) how can the teaching of English with an intercultural perspective be created using cultural texts?, and (c) to what extent does intercultural teaching improve students' ICC?

It was three-cycle classroom action research. The participants were 22 first semester students of Class K in Metallurgy Engineering and me as the English lecturer in that class. The data collected during the research were in the form of qualitative and quantitative data. I obtained the qualitative data through classroom observations and interviews, while the quantitative data through written tests and spoken tests. The qualitative data were analyzed by condensing the data, displaying them, drawing and verifying conclusions. Meanwhile, the quantitative data were analyzed using descriptive statistics to find the mean scores of the students' performance in each test. It also used various types of validity and triangulation to assess the trustworthiness of the research data and analysis. The data and results were validated through democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Then, the types of triangulation used were time triangulation, investigator triangulation, theoretical triangulation.

Findings from the classroom observations and interviews revealed that the cultural text-based intercultural teaching implemented in this research successfully improved the students' ICC. It was strengthened by the results of students' tests which experienced an improvement from cycle to cycle. The students' mean scores on the intercultural knowledge based on written test were 1.14, 1.68, and 2.27, of intercultural knowledge and communicative competence during role plays were 1.59, 2.10, and 2.57, while those of speaking skills were 2.72, 3.16, and 4.11. However, the students' limited grammatical knowledge and understanding of the different cultures became constraints during their writing test. Therefore, further studies are suggested to investigate the solution for this problem, especially the effectiveness of this intercultural teaching in other subject areas.

**Keywords:** *cultural texts, intercultural teaching, intercultural communicative competence*

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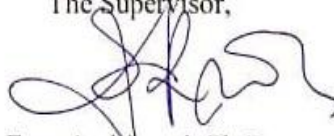
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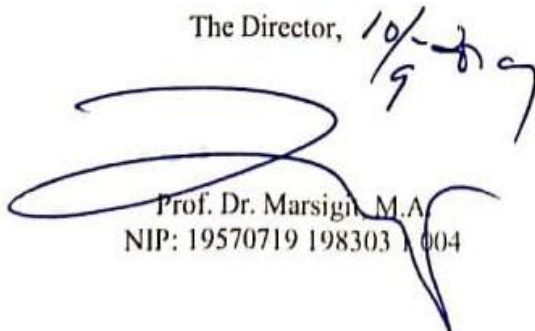
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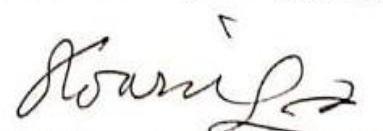
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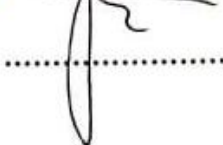
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